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THE CLASSICAL SURVEY

SECTION A

The report, a revised form of which is here published, was first submitted to the Advisory Committee and the chairmen of the Regional Committees of the American Classical League at a meeting held in Philadelphia on July 6, 1921. After extended consideration of suggestions presented at this meeting, the Special Investigating Committee met in Princeton, New Jersey, for the three days, July 18-20, and passed on all suggestions which it had been authorized to consider, whether made at the Philadelphia meeting or subsequently in written communications. A Revised Preliminary Report was the result. Sections A and B are printed in full, with a small part of Section C, to indicate the main lines of the investigation of the teaching of Latin and Greek in the secondary schools of the United States which is being undertaken by the American Classical League and financed by the General Education Board. The Special Investigating Committee consists of W. L. Carr, Mason D. Gray, and Andrew F. West, Chairman.

The Advisory Committee consists of:

- M. Julia Bentley, Hughes High School, Cincinnati, Ohio
- A. L. Bondurant, University of Mississippi, University, Miss.
- W. L. Carr, Oberlin College, Oberlin, Ohio
- Roy C. Flickinger, Northwestern University, Evanston, Ill.
- Mason D. Gray, East High School, Rochester, N. Y.
- Richard M. Gummere, Penn Charter School, Philadelphia, Pa.
- Gonzalez Lodge, Columbia University, New York City
- W. V. McDuffee, Central High School, Springfield, Mass.
- Frank J. Miller, University of Chicago, Chicago, Ill.
- Henry Pennypacker, Harvard University, Cambridge, Mass.
- Frances E. Sabin, University of Wisconsin, Madison, Wis.
- Julius Sachs, New York City
- Arthur T. Walker, University of Kansas, Lawrence, Kansas

William R. Webb, The Webb School, Bellbuckle, Tenn.

Andrew F. West, Chairman, Princeton University, Princeton,
N. J.

The Chairmen of the Regional Committees are:

W. J. Battle, University of Texas, Austin, Texas

Lillian Gay Berry, Indiana University, Bloomington, Ind.

E. Bogart, Morris High School, New York City

M. G. Durham, University of Colorado, Boulder, Colo.

H. C. Nutting, University of California, Berkeley, Calif.

R. G. Peoples, Battle Ground Academy, Franklin, Tenn.

Alfred E. Stearns, Phillips-Andover Academy, Andover, Mass.

B. L. Ullman, University of Iowa, Iowa City, Iowa.

Purpose and Scope of the Investigation

The purpose of the investigation, as defined in the original plan, is to prepare a constructive program of recommendations for improvement in the teaching of Latin and Greek in the secondary schools of the United States. Improvement in the teaching of Latin and Greek may be defined as a better and more effective adjustment of means to the ends proposed. This involves, first, an investigation into the present status of Latin and Greek, including a study of the actual objectives aimed at in current practice, the extent to which these objectives are attained or attainable, the means commonly employed and the means most effectively employed in attaining them; and, secondly, a constructive program involving the determination of the most important objectives, and the means to be recommended as most effective in attaining them as to (a) content of courses, (b) methods of teaching, (c) qualifications and training of teachers.

While the investigation is concerned with both Latin and Greek, this preliminary report deals only with Latin. Most of the studies and measurements proposed, depending as they do on the existence of a large and widely-distributed body of pupils, preclude the application of the method as a whole to the study of Greek. In many cases the results reached and recommendations made will be applicable to Greek. In some cases, however, separate studies dealing with problems peculiar to Greek will doubtless be found desirable.

It will not be necessary to wait until the analysis of all teaching objectives of Latin has been completed before a beginning is made in the testing of results and in the investigation of methods. Certain objectives are so commonly accepted as to justify an immediate attack upon the problems which they involve. Furthermore, the analysis of the actual teaching objectives will be a developing one, as the survey broadens to include the entire country, and will probably not reach its final form until the investigation itself has made considerable progress.

Section B of this outline comprises a tentative list of the teaching objectives in Latin, as disclosed by an examination of the literature of the subject, and represents the judgment of a very considerable body of Latin teachers. It is being constantly revised and augmented by the suggestions and criticisms received from teachers to whom this outline has been submitted, and this process of revision will continue. Every Latin teacher who reads this outline is earnestly invited to examine the list and to make any additions or offer any criticisms which his own theory and practice suggest.

It will be necessary at the outset to call attention to the important distinction between ultimate and immediate objectives in the teaching of Latin. By ultimate objectives are meant those which involve educational values upon which the justification of Latin must in the last analysis depend, namely those abilities which continue to function after the formal study of Latin has ceased; for example, the ability to determine the meaning of an unfamiliar English word derived from Latin. By immediate objectives are meant those indispensable practical daily aims in which progressive achievement is necessary for the attainment of the ultimate objectives, but which may cease to function after the formal study of Latin has ceased; for example, the ability to conjugate a Latin verb.

It is essential that this investigation embrace both types of objectives. In this report, unless the contrary is specified, it may be assumed that the objective under discussion is regarded as an ultimate objective, capable of functioning outside the Latin class and subsequent to formal study of the language.

Section C of this report analyzes the objectives at present under consideration, and outlines in tentative form the studies, inquiries and tests deemed requisite for the drawing of definite conclusions with regard to each objective.

In general the committee proposes to raise the following four questions regarding each objective:

- a. For what Latin pupils and for what proportion of Latin pupils is this objective legitimate?
- b. Is this objective actually being attained today and to what extent?¹
- c. What content and methods are commonly used to attain this objective and what content and methods seem to be most effective in attaining it?
- d. What constructive measures should be taken in reorganizing content and methods to insure a fuller attainment of the objective?

With this intensive survey there will need to be closely associated, at least during the second year of the investigation, a number of extensive surveys on phases of the work in which information is necessary for the formation of a comprehensive constructive program:

- I. General administrative questions.
 1. Enrollment of Latin pupils and distribution by grades.
 2. Extent to which the study of a foreign language is required and the extent to which Latin, French, German or Spanish is specifically required.
 3. Administrative policies regarding Latin and the relation of these policies to the status of Latin.
 4. Analysis of college entrance requirements in their effect upon the content and methods of the Latin course in the secondary school.
- II. An analysis of the various types of courses and their present extent, character, content, and efficiency.
 1. The common four-year course.
 2. The junior high school.
 3. The "six-six" plan.
 4. The classical high school.
 5. Vocational Latin courses.
 6. Differentiated curricula.
- III. A survey of certain external features of Latin teaching.
 1. Amount of equipment and illustrative material, charts, etc., available, and the extent of the use of such material.

¹ Even if consistently negative results are obtained in measuring any particular objective, it will not necessarily follow that this objective should be regarded as unattainable. The final stage in the study of any doubtful objective should involve controlled experiments in classes where there could be established conditions believed to be requisite for the attainment of the particular objective and capable of general application, and where results could be carefully measured on the basis of these conditions.

2. Extent, character and results of extra-class activities, such as Latin clubs, games, dramatics, scrap-book work, etc.
- IV. The present preparation of teachers.
 1. An analysis of present minimum requirements by states.
 2. Actual qualifications with reference to general academic training and special professional training.
 3. Teachers' training courses.
 - (a) In colleges.
 - (b) In normal schools.
 - (c) Through other agencies.
- V. A study of the recent movements in Great Britain, France, and Germany toward the solution of problems similar to those disclosed in the progress of this investigation.

It will be clear from this report that to carry out within the next two years any considerable part of the investigations and experiments suggested will involve the systematic and comprehensive organization of all resources for research throughout the country which are available for this purpose.

There are, in the first place, many individual teachers of Latin who are already carrying on studies and experiments connected with some of the topics outlined below. It is obviously the part of wisdom and economy for the committee to encourage all these activities and co-ordinate them into one general movement.

Furthermore, the graduate departments of Latin and education in colleges and universities may reasonably be invited to participate in the studies which are planned. Many of the problems listed afford abundant opportunity for valuable special studies. Graduate students can doubtless be found trained in the technique of this type of research, who will agree to make some of these topics their major problems during the next two years.

It is quite possible that with all the assistance available the completion of the entire program outlined below may prove to be impracticable within the next two years. It has seemed wise, however, to make this preliminary survey exhaustive, in order that the choice of topics to be investigated may be made more intelligently and their relation to the entire problem may be kept clear.

As stated above, the primary purpose of this investigation is improvement in the teaching of the classics. The determination

of the place and value of Latin in the whole educational scheme presents another and more fundamental problem, the investigation of which is earnestly to be desired. Although the present investigation does not include within its scope this more fundamental problem, it will, nevertheless, furnish valuable material which may contribute to its solution. For the consideration of this latter problem, there could be no more valuable or pertinent body of information than the exact facts as to the extent to which many of the values ascribed to or claimed for Latin are actually attained and by what proportion of the Latin pupils.

There are, moreover, various phases of the present program which touch the larger problem so closely as to warrant extension into this field, or at any rate warrant an indication of the steps necessary to make the results of this investigation available in its solution.

One of these points of contact is the comparison of Latin pupils with non-Latin pupils in their attainment of any particular educational objective, and another is concerned with economy of time. It is the intention of the committee to investigate the first of these questions wherever conditions permit the direct comparison of Latin pupils with non-Latin pupils in general, and with those non-Latin pupils in particular whose programs differs from those of the Latin pupils only in the substitution of one specific subject in the place of Latin.

The question of economy of time is more difficult. As the problem is frequently stated it obviously makes so unreasonable a demand on the Latin as to be unworthy of serious consideration. Thus, in the case of a particular objective, such as the development of English vocabulary through the study of Latin derivatives, it is sometimes urged that the same results could be secured in less time from a course in English etymology. But obviously this assumes that growth in English vocabulary through the study of derivatives is the *only* value to be secured from the study of Latin. If such a comparative study is to be made, the time fairly chargeable to this one objective in the Latin class should comprise simply the time spent in making the actual applications to English, plus a certain amount of general "over-

head." How much of this general "overhead" is chargeable to any one of the objectives listed in Section B is a difficult problem. It may prove ultimately capable of solution and in that case comparative tests are possible. The only complete test would require the organization of a parallel course which should attempt to attain all the objectives of Latin without the study of Latin. If, however, it is found possible in the case of any particular objective to measure the time factors indicated above and thus create a basis for an actual study of the question of economy, the committee would regard it as a very pertinent part of the present investigation.

It may be further stated that, whenever a given objective is clearly shown to be attained by a considerable proportion of the Latin pupils, it would seem pertinent to make further inquiry to determine for what proportion of all secondary school pupils Latin would, on that basis, be a legitimate object of study.

SECTION B

List of Objectives

This section contains for convenient reference a tentative list of the teaching objectives, which in Section C are to be examined in detail with reference to the tests and inquiries to which they are to be subjected.

It has not seemed desirable to attempt a rigid classification of these objectives. Objectives 1-3 involve the direct instrumental uses of Latin as a language; objectives 4-13 have to do with the application to English and other subjects of the facts learned in Latin; objectives 14-23 involve cultural values; and objectives 24-26 have to do with the spread of improved efficiency and other disciplinary values.

1. The ability to read Latin after the formal study of the language has ceased, whether for instrumental use in other studies or for personal enjoyment.

Note: This objective, obviously limited to a comparatively few individuals, is of paramount importance to those whose professional needs or personal tastes call for the use of this ability. This ultimate objective, however, is not to be confused with the more immediate teaching objective, namely a progressive development of power to use the language, on the attainment of which most of the indirect as well as the direct objectives of the study of Latin depend.

2. The ability to understand Latin quotations, proverbs, and mottoes occurring in English literature of the past and present, and Latin inscriptions appearing on buildings, memorial tablets, seals, coins, etc.
3. Increased ability to understand Latin words, phrases, and abbreviations found in books and current publications, and increased ability to use such expressions correctly.
4. Increased ability to understand and use less familiar English words derived directly or indirectly from Latin.
5. Increased ability to understand the exact meaning of fairly familiar English words derived directly or indirectly from Latin and increased accuracy in their use.
6. Increased ability to read English with correct understanding.
7. Increased development of the power of thinking and expressing thought through the process of translating from Latin into adequate English.

Note: This involves an increase in the extent of English vocabulary, increased facility and exactness in the use of words, and increased power of discrimination. Furthermore since language is a tool not only for the expression of thought but also for thinking, itself, and since therefore the development of power over one's own language assists in the thinking process, translation from Latin into English may be regarded as of especial value in developing the ability to think inasmuch as the character of the Latin language as contrasted with English prevents a merely mechanical interchange of verbal symbols.

8. Increased ability to spell English words of Latin derivation.
9. Increased ability to understand and to use correctly Latin plurals which have been carried over into English.
10. Increased knowledge of the principles of English grammar, and an increased ability to speak and write English correctly.
11. Increased ability to master the technical and semi-technical terms of Latin origin employed in other school subjects, and in the professions and vocations.
12. Increased ability to master the vocabulary, syntax, and inflections of the Romance languages.
13. Increased ability to master the syntax and inflections of Germanic and other Indo-European languages.

14. An increased knowledge of the facts relating to the life, history, mythology and religion of the Romans, and of the influence of their civilization on the course of Western civilization.
15. An extension of the pupil's intellectual horizon and a broadening of his sympathies by a direct contact through the study of their language with the mind of a people remote in time and place.
16. The development of ideals of patriotism, courage, honor and devotion to duty through a familiarity with the stories of Roman history.
17. A first-hand acquaintance through the study of their writings with some of the chief personal characteristics of the authors read.
18. The development of an appreciation of the literary qualities of Latin authors read, both directly through the Latin itself and indirectly through the process of translating into adequate English; and consequently the development of a general capacity for such an appreciation.
19. An elementary knowledge of the general principles of linguistic structure as exhibited in the Indo-European languages.
20. Some understanding of significant phases of human history as illustrated by the development of the forms and meanings of words and of their relation in sentences.
21. A greater appreciation of the elements of literary style employed in English prose and poetry.
22. Improvement in the quality of the literary taste and style of the pupil's written English.
23. Increased ability to understand and appreciate references and allusions in English literature and current publications to the mythology, traditions, and history of the Greeks and Romans.
24. The development of certain mental traits, habits and ideals which are subject to spread.

Note: Among these mental traits are standards of achievement, of sustained attention, of accuracy, of orderly procedure, of thoroughness, and certain general attitudes such as the tendency to neglect distracting and irrelevant elements dissatisfaction with failure or with partial success.

25. Increased capacity for abstract reasoning whether applied to the subject itself, to other subjects in the curriculum, or to situations in every day life.

26. Increased efficiency in the pupil's response to problems which make demands upon his general intelligence.

It is obvious that the objectives listed above vary greatly in importance. It has seemed desirable, however, to include in the list all the objectives commonly recognized, with a view to the ultimate determination of their relative importance by means of the studies and measurements to be applied to them as described in Section C.

SECTION C

The Measurement of Objectives

In this Section the various objectives listed above are examined with reference to the tests to which they may be subjected, and studies and inquiries are suggested for each objective in turn. Many of these topics will doubtless need to be subdivided and still further elaborated, as the investigation proceeds. The following analyses of Objectives 3 and 10 are here given by way of illustration of the methods proposed:

Objective 3: Increased ability to understand Latin words, phrases and abbreviations found in books and current publications. and increased ability to use such expressions correctly.

- A. What Latin pupils and what proportion of pupils will have occasion to use their knowledge of Latin for this purpose?

A study to determine the extent to which these Latin expressions occur in books, magazines, newspapers, etc.

- B. What proportion of the pupils studying Latin attain this objective and to what extent?

(1) A test of the ability of Latin pupils to understand these expressions.

(2) A series of comparative tests to measure the relative growth in the ability made by Latin and non-Latin pupils of the same initial ability.

- C. What content and methods seem to have been most effective in attaining this objective?

Information should be secured from teachers in the schools in which tests are run in regard to the use made of material of this sort in connection with the Latin work.

D. What constructive measures should be taken to secure better results?

A study involving:

- (1) A collection of these expressions.
- (2) An analysis of the vocabulary, syntax, and inflections employed.
- (3) An organization of this material in convenient form for use in teaching.
- (4) A description of methods which have proved most effective in the use of such material.

Objective 4: Increased ability to understand and use less familiar English words derived directly or indirectly from Latin.

It will be noted that both active and passive English vocabulary is included in this objective and that different types of tests will be required to measure results.

A. For what Latin pupils and for what proportion of Latin pupils is this a legitimate objective?

- (1) A study to determine what proportion of unfamiliar words met by pupils after entering high school is of Latin origin.
- (2) An inquiry as to what Latin pupils and what proportion of Latin pupils will have occasion to understand or use these words.

B. What proportion of the pupils studying Latin realize this objective and to what extent?

- (1) An investigation involving a series of English vocabulary tests for each year of the secondary school given to Latin and non-Latin pupils in widely separated sections of the country and in different social environments.
- (2) A series of carefully worked out experiments and measurements in parallel classes (in sets of four) containing pupils of approximately equal initial ability; as follows:
 - (a) A class of pupils in beginning Latin in which no effort is made to teach derivatives.
 - (b) A class of pupils in beginning Latin in which definite derivative study is given regularly.
 - (c) A class of non-Latin pupils in which regular work in English etymology is given.
 - (d) A class of non-Latin pupils in which no work in English etymology is given.
- (3) Since conditions would rarely be favorable for the ideal experiment outlined above, there should be a series of supplementary tests in which the difference in initial ability between the pupils in parallel Latin and non-Latin classes is first measured by general intelligence tests or special vocabulary tests, or both. Periodic tests similar to those described above will then permit the difference in the rate of progress to be measured. Allowance will need to be made for the probability that pupils of higher intelligence or possessing wider vocabularies at the beginning

will by sheer momentum increase their lead somewhat. This gain can be measured by including in the tests an equal number of words derived from non-Latin sources. Difference in the rate of gain in such words will measure the effect of initial superiority and permit its elimination from the result. It is possible that the extensive selection of pairs of pupils of equal ability may in large measure meet the conditions set for the ideal experiment described above.

- (4) Investigations analogous to those just described but concerned with *active* vocabulary, e.g., a test to measure the ability of Latin pupils to discriminate in the choice of words which best fit into the sense of test sentences.
- C. What content and methods seem to have been most effective in attaining this objective?
Information should be secured from teachers to enable the investigators to determine:
 - a. Whether the results shown in the tests have accrued automatically; if not,
 - b. To what extent the study of derivatives has been a regular part of the work; and
 - c. What manuals, word lists, etc., have been used.
 - d. What teaching devices have been employed; for example, an inquiry to determine the importance of the study of already familiar derivatives in creating the habit of associating related Latin and English words and in providing the mental stimulus arising from unexpected discoveries regarding the meanings of common English words.
- D. What constructive measures as to content, method, and preparation of teachers should be taken to improve results?
 - (1) Content of vocabulary: An investigation which shall determine in order of importance the 500 or 1,000 or 1,500 Latin words the potential capacity of which to explain the English language is greatest. This will provide *one* of the ingredients which should receive consideration in determining the vocabulary of secondary Latin. The relative importance attaching to this element in the construction of text books will vary according to the nature of the constituency served. It should be the function of this investigation to provide exact information (now entirely lacking), not to determine its relative value.
 - (2) Method of teaching: Obviously all constructive suggestions will be a product of the investigations discussed above and cannot be anticipated. They will naturally involve such questions as:
 - (a) Is regular work in derivatives necessary?
 - (b) If so, how much time should be given to such work?
 - (c) What class-room methods produce the most satisfactory results?